

The Rhode Island Workforce Knowledge and Competencies for Early Childhood Educators

Who Work With Children Birth Through Age 5 and Their Families

Last Updated 12/22/2011

TABLE OF CONTENTS

Introduction.....	4
Welcome.....	4
Rationale and Purpose.....	4
Organization	5
The Teacher and Teacher Assistant Career Pathway.....	5
Additional Organizing Frameworks	6
Background, History and Process	6
SECTION A: Rhode Island Core Competencies for Classroom-Based Early Childhood Teachers	8
Section A: Outline	8
The Teacher Career Pathway.....	10
Using Bloom’s Taxonomy to Guide and Assess Skill and Knowledge Progression	11
General Indicators for Each Level.....	12
Teacher Core Competency Domain 1: Health, Safety, and Wellness.....	15
Teacher Core Competency Domain 2: Family Engagement.....	20
Teacher Core Competency Domain 3: Development and Learning.....	25
Teacher Core Competency Domain 4: Curriculum	29
Teacher Core Competency Domain 5: Observation and Assessment	40
Teacher Core Competency Domain 6: Professionalism	47
SECTION B: Rhode Island Core Competencies for Classroom-Based Early Childhood Teacher Assistants	52
Section B: Outline	52
The Teacher Assistant Career Pathway	54
Teacher Assistant Skill and Knowledge Progression	55
General Indicators for Each Level.....	55
Teacher Assistant Core Competency Domain 1: Health, Safety, and Wellness.....	57

Teacher Assistant Core Competency Domain 2: Family Engagement	61
Teacher Assistant Core Competency Domain 3: Development and Learning	64
Teacher Assistant Core Competency Domain 4: Curriculum.....	67
Teacher Assistant Core Competency Domain 5: Observation and Assessment.....	74
Teacher Assistant Core Competency Domain 6: Professionalism	76
APPENDIX A: 2010 Work Group Members	79
APPENDIX B: Glossary of Terms	80
APPENDIX C: Additional Resources	83

Introduction

Welcome

Welcome to the first published edition of the Rhode Island Workforce Knowledge and Competencies for Early Childhood Educators. This document is intended for classroom-based teachers and teacher assistants who work with children birth through age 5 and their families. The Rhode Island Workforce Knowledge and Competencies for Early Childhood Educators articulate the essential skills and knowledge that educators who work with young children in a classroom setting need to know, understand, and be able to do to promote young children's healthy development and learning. They are designed for many purposes including, but not limited to: 1) supporting an educator's individual professional development efforts, 2) helping program administrators articulate educator job expectations and design evaluation processes for staff and 3) guiding higher education and professional development providers on the creation of curricula for college courses and educator training offered in the community. This publication is designed to be a practical and living document. We hope that you find it useful and that you will contribute to the ongoing refinement of core knowledge and competencies for early childhood educators in our state.

Rationale and Purpose

Research shows that high-quality early childhood education produces substantial long-term educational, social, and economic benefits with the largest benefits for children occurring when teachers are professionally prepared and adequately compensated. Furthermore, the knowledge and skills required of an effective early education educator have increased as science has revealed more about the capabilities of young children, how they learn best, and the importance of early learning for later school success¹. Therefore it is essential that a core component of Rhode Island's efforts to build a high quality early learning system is a highly qualified workforce with access to a high quality professional development system.

At the foundation of this system is the knowledge base of theory and research that underlies practice, ***often referred to as core knowledge and competencies***. In the United States, over 30 states have published core knowledge and competencies as a foundation of their professional development systems. Rhode Island's early education leaders recognize that our workforce must have access to a professional development system designed to build competencies that are linked to improved child outcomes.

The Rhode Island Workforce Knowledge and Competencies for Early Childhood Educators are intended to be used by a variety of stakeholders. They will:

¹ Better Teachers, Better Preschools: Student Achievement Linked to Teacher Qualifications Issue 2 / Revised December 2004, W. Steven Barnett, National Institute for Early Education Research.

- be used by Rhode Island’s early education leaders as a framework for developing a state-wide professional development system;
- help teachers and teacher assistants focus on critical areas of professional development and recognize their own areas of exceptional skill and expertise.
- help teachers and teacher assistants with the creation and implementation of their own personalized professional development plans.
- help program administrators articulate job expectations for teachers and teacher assistants including developing performance-based job descriptions and designing evaluation processes.
- guide higher education and professional development providers with the creation of curricula for college courses and professional development opportunities offered in the community.
- help families identify best practices and select high-quality programming for their children.
- serve as a tool for advocates and policy makers.

Organization

Rhode Island’s core knowledge and competencies for teachers and teacher assistants are organized into six domains important to the profession. Each domain has a number of sub-headings. Although the domains are presented individually, all domains are intrinsically interrelated and interdependent. They are worded so they can be measured or demonstrated. These domains include:

1. Health, Safety, and Wellness
2. Family Engagement
3. Development and Learning
4. Curriculum
5. Observation and Assessment
6. Professionalism

Each of the six domains contains several skill levels that range from the skills and knowledge of a beginning practitioner to the more advanced skills and knowledge possessed by a more advanced professional. With these frameworks as organizing devices, the knowledge and competencies become more complex across the four levels reflecting what the individual should know and be able to do at each corresponding level. The core competency levels are also cumulative for each category. In other words, someone working at a Level III in any given competency area should have the knowledge and competencies identified for Levels I and II in that area.


The Teacher and Teacher Assistant Career Pathway


In addition, both the teacher and teacher assistant core knowledge and competencies were aligned with the career pathway for each role. The career pathway specifies the formal education, experience, professional development, and professional activities that correspond with an educator who is at each level. For the purposes of this document, “teacher” is defined as an individual primarily responsible for planning and implementing the educational program in an early childhood classroom and “teacher assistant” is defined as an individual who assists the teacher in planning and implementing the

educational program in an early childhood classroom. Educators progress from one level to another through a combination of formal study, experience, and professional development. Level I corresponds with Rhode Island's minimal expectations for teachers and teacher assistants. **The teacher career pathway can be found on page 10 and the teacher assistant career pathway can be found on page 54.**

Additional Organizing Frameworks

Finally, for the *teacher* competencies only, two additional frameworks were used as organizing devices:

- ***Bloom's Taxonomy:*** Bloom's Taxonomy is a multi-tiered model of classifying learning according to six cognitive levels of complexity. The lowest three levels are: knowledge, comprehension, and application. The highest three levels are: analysis, synthesis, and evaluation. More information on how Bloom's Taxonomy was used as an organizing framework for the teacher core knowledge and competencies can be found on page 11.
- ***2010 National Association for the Education of Young Children (NAEYC) Standards for Initial & Advanced Early Childhood Professional Preparation Programs:*** To ensure that the competencies would be aligned with the NAEYC standards used by institutes for higher education to design early childhood teacher preparation programs, the teacher core knowledge and competencies for Level 3 (generally teachers with a Bachelor's degree) were intentionally aligned with the 2010 National Association for the Education of Young Children (NAEYC) Standards for Initial & Advanced Early Childhood Professional Preparation Programs. The NAEYC standards are used to inform requirements for: credentialing early childhood teachers, accreditation of programs, state approval of early childhood teacher education programs, and articulation agreements between various professional development programs. Therefore, it is important that Rhode Island's workforce knowledge and core competencies for early childhood teachers align appropriately with the NAEYC standards. This alignment is cross-referenced in the document by the symbol . Whenever you see this symbol next to a competency area, it means that that competency area aligns with the NAEYC standards.

While they were not used as an organizing framework, the **Rhode Island Professional Teaching Standards** are cross-referenced through the teacher core knowledge and competencies by the symbol  **RIPTS**. Whenever you see this symbol next to a competency area, it means that that competency area aligns with the Rhode Island Professional Teaching Standards.

Background, History and Process

In 2001-2002 there was a comprehensive, grass-roots effort, with broad representation from all areas of early childhood and youth development (YD) that created the June 2003 draft version of Rhode Island's core competencies. In the fall of 2007, a committee was brought together by the R.I. Department of Human Services/Childspan to revise the June 2003 draft in light of changes in the field such as new trends, new regulations, and ongoing development of state initiatives, e.g. Rhode Island Early Learning Standards (RIELS), BrightStars, and new NAEYC Developmental Appropriate Practice (DAP) guidelines. The committee composition was recommended by DHS and was comprised of representatives from major stakeholders such as the R.I. Department of Education (RIDE), higher education, the R.I. Department of Children, Youth and Families (DCYF), the R.I. Department of Health (DOH), ECE providers including Center-based and Family Child Care, BrightStars, and representatives from the Afterschool and Youth Development field. This group began that work by making several significant design changes including:

- Separating out knowledge and competencies for center-based, family child care, and school age workforces.
- Separating out knowledge and competencies for teachers, teacher assistants, education coordinators, and administrators.
- Shifting the teacher knowledge and competencies levels from six levels to four.
- Aligning the knowledge and competencies with Bloom's Taxonomy.

With this new framework, the group developed a four level career pathway for center-based teachers and drafted several domains for center-based teachers including, health, safety and wellness, child development and learning, and curriculum. In 2010, DHS received CCDBG ARRA funding which it allocated to completing the core knowledge and competencies. Under RIDE leadership, a new work group was established in May 2010 and was comprised of state agency leaders, professional development providers, higher education, and early childhood providers (see Appendix A for a list of work group members). This team developed this final draft of the core knowledge and competencies for both teachers and teacher assistants.

SECTION A: Rhode Island Core Competencies for Classroom-Based Early Childhood Teachers

Who Work With Children Birth Through Age 5 and Their Families

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Section A: Outline

- 1. *Teacher Career Pathway***
- 2. *Using Bloom's Taxonomy to Guide and Assess Skill and Knowledge Progression***
- 3. *General Indicators for Each Level***
- 4. *Health, Safety, and Wellness***
 - a. Knowledge of State and Federal Regulations
 - b. Safety and Emergency Procedures
 - c. Health
 - d. Food and Nutrition
- 5. *Family Engagement***
 - a. Creating Respectful, Reciprocal Relationships with Families
 - b. Engaging Families in Their Children's Development and Learning
 - c. Utilizing Community Resources to Support Families
- 6. *Development and Learning***
 - a. Child Development
 - b. Influences on Development
- 7. *Curriculum***
 - a. Content
 - b. Process
 - c. Teaching and Facilitating
 - d. Context
 - e. Building Meaningful Curriculum
- 8. *Observation and Assessment***
 - a. Knowledge of Early Childhood Assessment
 - b. Conducting Developmentally Appropriate Authentic Assessments

- c. Conducting Formal Assessments
- d. Practicing Responsible Assessment
- e. Gathering Assessment Information from Multiple Sources Using a Variety of Methods
- f. Documenting Assessment Information
- g. Using Assessment Information in Curriculum Planning
- h. Communicating Assessment Information

9. Professionalism

- a. Foundations: Identifying and Involving Oneself with the Early Care and Education Profession
- b. Ethical Standards and Professional Guidelines
- c. Valuing Diversity
- d. Advocating for Children, Families, and the Profession
- e. Commitment to Ongoing Professional Development

The Teacher Career Pathway

The career pathway for the teacher role specifies the formal education, experience, professional development, and professional activities that correspond with a teacher who is at each level. For the purposes of this document, “teacher” is defined as an individual primarily responsible for planning and implementing the educational program in an early childhood classroom. Teachers progress from one level to another through a combination of formal study, experience, and professional development.

	Level I	Level II	Level III	Level IV
Formal Education	12 credit hours in Early Childhood Education (ECE) ² . OR A CDA awarded on or before XX/XX/XXXX (6 months from the date the competencies are published) plus 6 credit hours in Early Childhood Education (ECE).	AA in Early Childhood Education (ECE). OR 24 credits in Early Childhood Education (ECE).	Bachelor’s Degree in addition to or including 30 credits in Early Childhood Education (ECE). OR Has RI Early Childhood Certification PreK - 2 (includes Bachelor’s Degree).	Master’s Degree in Early Childhood Education. OR Bachelor’s Degree in Early Childhood Education and 12 graduate credits in Early Childhood Education (ECE).
Experience	Minimum of 1 year of relevant experience (may include fieldwork or practicum).	Minimum of 1 year of supervised instructional experience ³ .	Minimum of 2 years of supervised instructional experience.	Minimum of 3 years of supervised instructional experience.
Relevant Professional Development/ Credentials	Minimum of 20 hours/year of professional development related to the workforce core knowledge and competencies. OR Comparable credit hours in Early Childhood Education (ECE).	Practitioner portfolio AND Minimum of 20 hours/year of professional development related to the workforce core knowledge and competencies. OR Comparable credit hours in Early Childhood Education (ECE).	Practitioner portfolio AND Minimum of 20 hours/year of professional development related to the workforce core knowledge and competencies. OR Comparable credit hours in Early Childhood Education (ECE).	Practitioner portfolio AND Minimum of 20 hours/year of professional development related to the workforce core knowledge and competencies. OR Comparable credit hours in Early Childhood Education (ECE) or related field.

³ Supervised instructional experience refers to employment as a teacher in a classroom under the supervision of an Education Coordinator/Head Teacher/or other educational administrator.

Teacher Career Pathway (cont'd)

	Level I	Level II	Level III	Level IV
Professional Activities		Membership in professional organization related to Early Childhood Education (ECE).	Membership in professional organization related to Early Childhood Education (ECE). AND Participation in at least one state, regional, or national conference via attendance, planning or presentation. OR Participation in community or state coalition related to early childhood.	Membership in professional organization related to Early Childhood Education (ECE). AND Participation in at least one state, regional, or national conference via attendance, planning or presentation. OR Participation in community or state coalition related to early childhood. Engagement in both formal and informal mentoring activities.

Using Bloom's Taxonomy to Guide and Assess Skill and Knowledge Progression

Like many core competency documents across the country, Rhode Island's core knowledge and competencies use an interpretation of Bloom's Taxonomy as a guide for how knowledge and skill should deepen over the levels. As the chart below shows, the knowledge and competencies become more complex across the levels and the language of those competencies changes to reflect deeper and more critical reflection and practice. Early stages correspond with foundational knowledge and understanding in a particular area while the more advanced stages progress from basic knowledge and understanding to application of that knowledge and eventually to analysis, synthesis, and evaluation. At the highest level of competency, educators are critically reflecting on their knowledge, solving problems, mentoring, and advocating for change.

OUR ADAPTATION OF BLOOM'S TAXONOMY	
LEVEL 1: Knowledge and Understanding	Can name, recognize, recall information, and understand its content.
LEVEL 2: Application	Can apply content knowledge and information in the classroom setting.
LEVEL 3: Nuanced Application and Some Analysis	Can apply content knowledge and information in increasingly nuanced ways. Begins to compare, contrast, and experiment.

OUR ADAPTATION OF BLOOM'S TAXONOMY (CONT'D)

LEVEL 4: Analysis, Synthesis, and Evaluation	Can critically reflect on knowledge and application, bringing together the knowledge in new combinations, thinking creatively about the knowledge to solve new problems, and work to change policies and practices that are not aligned with best practice.
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General Indicators for Each Level

The table below provides a set of general indicators of mastery for each level to use as a tool for developing more specific indicators for measuring an educator's knowledge and skill set in each domain.

LEVEL	General Indicators	Key Words
LEVEL 1: Knowledge and Understanding	<ul style="list-style-type: none"> • Locating and retrieving factual, conceptual, and procedural knowledge in long-term memory. • Constructing meaning from oral, written, or visual communication or information. • Changing one form of representation to another e.g. paraphrase important ideas. • Describing in one's own words. • Providing a specific example or illustration of a concept or principle. • Determining that something belongs to a category. • Drawing a logical conclusion from presented information. • Detecting relationships between concepts or objects. • Explaining an idea or concept. 	Define List Memorize Recall Repeat Recognize State Clarify Categorize Describe Discuss Explain Identifies Illustrate Interpret Report Paraphrase Summarize Translate

LEVEL	General Indicators	Key Words
LEVEL 2: Application	<ul style="list-style-type: none"> Applying factual, conceptual and/or procedural knowledge to a specific task or to produce a specific result. 	Carry Out Demonstrate Execute Employ Use Implement
LEVEL 3: Nuanced Application and Some Analysis	<ul style="list-style-type: none"> Reflecting on experience and using that insight to change practice. Applying factual, conceptual, and/or procedural information to solve a problem. 	Reflect Refine Change Evolve Think Introspect Consider
	<ul style="list-style-type: none"> Distinguishing between different elements or parts of a topic to gain a better understanding of it: <ul style="list-style-type: none"> Distinguishing relevant from irrelevant parts. Determining how elements fit or function within a structure. 	Analyze Differentiate Distinguish Compare Contrast Focus Select
LEVEL 4: Analysis, Synthesis and Evaluation	<ul style="list-style-type: none"> Conducting a detailed examination of the elements or structure of a complex topic. Determining a point of view, bias, values, or intent underlying presented material. 	Examine Experiment Find Coherence Deconstructing Integrate Parsing Structuring

LEVEL	General Indicators	Key Words
LEVEL 4: Analysis, Synthesis, and Evaluation (cont'd)	<ul style="list-style-type: none"> • Detecting inconsistencies within a process or product. • Determining the effectiveness of a process or product. • Detecting the appropriateness of a procedure for a given problem. • Making value decisions about issues. • Resolving controversies or differences of opinion. • Developing opinions, judgments or decisions based on analysis and evaluation. 	Question Test Criticize Argue Defend Judge Select Support Value Evaluate
	<ul style="list-style-type: none"> • Combining or reorganizing ideas and concepts into a new pattern or structure. • Coming up with alternative hypotheses based on criteria. 	Assemble Construct Create Design Develop Formulate

Teacher Core Competency Domain 1: Health, Safety, and Wellness

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Young children's physical and emotional health and safety is vital for fostering competence in all developmental areas. Early childhood educators must have a sound knowledge of state and federal regulations related to safety and health. They must also be able to ensure children's safety and be competent in preparing for and handling emergencies. Finally, they promote sound health, dental, and nutrition practices.

TEACHER DOMAIN 1: HEALTH, SAFETY AND WELLNESS

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
Knowledge of State and Federal Regulations	<p>Understands the purpose of and follows state and federal regulations including, but not limited to:</p> <ul style="list-style-type: none"> • Administration of medication • Infant and Child CPR and First Aid training • Fire and disaster drills • Abuse and neglect • Communicable disease • Staffing ratios 	Communicates information pertaining to safety standards to families.		
Safety and Emergency Procedures	<p>Routinely practices emergency plans and drills (e.g. fire, weather-related and lockdown) including safety procedures for children with disabilities.</p> <p>Understands ratio requirements and alerts appropriate individuals/administrators when they are not met.</p> <p>Monitors and maintains safety in all areas, both indoors and outdoors, including condition of equipment and materials, and the identification and removal of potential hazards.</p> <p>Actively supervises children and teaches age appropriate safety precautions and rules to children to ensure safety, both indoors and outdoors.</p> <p>Follows recommended guidelines to prevent Sudden Infant Death Syndrome (SIDS), when caring for infants.</p>		Analyzes learning environments regularly to provide a safer learning environment for children.	Evaluates and critiques established safety procedures and makes recommendations for change, as necessary.

TEACHER DOMAIN 1: HEALTH, SAFETY AND WELLNESS (cont'd)

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
Health	<p>Understands program policies and practices regarding children's health and safety status.</p> <p>Models, supports, and assists children in developing appropriate hygiene practices including hand washing, teeth brushing, and toileting, and follows appropriate diapering practices, when applicable.</p> <p>Communicates with families about program policies and practices regarding health and individual children's health status.</p> <p>Understands indicators of child maltreatment, follows program policies regarding documentation and notification, and performs responsibly as mandated reporter for child abuse and neglect.</p> <p>Understands the signs and symptoms of common childhood illnesses and notifies appropriate program personnel and/or families as appropriate while ensuring the comfort and care of the child and other children.</p> <p>Recognizes and seeks to understand culturally influenced health practices of children.</p> <p>Follows policies and procedures for infection control and universal precautions.</p>			<p>Analyzes, evaluates, and applies current theory, research, and policy on children's health.</p> <p>Advocates for program policies and procedures that affect the health status of the school community.</p> <p>.</p>

TEACHER DOMAIN 1: HEALTH, SAFETY AND WELLNESS (cont'd)

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
Health (cont'd)	<p>Knows individual children's allergies and other health needs and monitors compliance with requirements indicated by parents or a medical professional.</p> <p>Establishes an environment where children can sleep without disturbance.</p>			
Food and Nutrition	<p>Understands that the nutritional needs of infants, toddlers, and preschoolers are unique to their development.</p> <p>Maintains appropriate communication systems with families regarding eating habits and food intake.</p> <p>Ensures that policies regarding allergies and family food restrictions are followed.</p> <p>Respectfully communicates with families about food restrictions and special needs.</p> <p>Respectfully communicates with families regarding family preferences and cultural influences on food and eating habits.</p> <p>Understands and utilizes developmentally appropriate practices which support healthy eating habits for infants, toddlers, and preschoolers.</p> <p>Joins children for meals and snacks and models healthy eating habits with infants, toddlers, and preschoolers.</p>	<p>Provides families with information about nutrition and food appropriate for children at different ages.</p>	<p>Observes children during mealtime to learn about individual eating preferences and uses observations to inform menus, meal schedules, and communication with families.</p> <p>Recognizes symptoms and behaviors of children that signal possible nutritional need or feeding/eating concerns.</p>	<p>Analyzes, evaluates, and applies current theory, research and policy on nutrition.</p> <p>Advocates for program policies and procedures that affect the nutritional welfare within the school community</p>

TEACHER DOMAIN 1: HEALTH, SAFETY AND WELLNESS (cont'd)

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
Food and Nutrition (cont'd)	Recognizes potential health hazards in meals (choking, allergies, etc.) and takes steps to avoid them. Practices safe food handling, follows general sanitation practices, and maintains sanitary environments.			

Teacher Core Competency Domain 2: Family Engagement

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Early childhood teachers understand the roles that family members and others play in the lives of children and the importance of engaging them in their child's education. They understand that children develop within the context of their family and that there are a myriad of different family structures and dynamics. They also demonstrate respect for the family role as the primary educator and advocate for the child and they know how to build relationships with families and utilize community resources to support and strengthen families.

Early childhood teachers respect and celebrate the diversity of languages, values, customs, attitudes, expectations, and traditions in the family of each child. They nurture the primary relationships between children and those who raise them and maintain an awareness of and willingness to try to overcome barriers and address inequities. They also strive to utilize a range of techniques to communicate effectively with all families, including families with linguistic differences.

Finally, early childhood teachers create meaningful opportunities for families to be actively engaged in their children's education by sharing relevant information about each child's development and learning, and welcoming them into the program. They also help families of children with special needs obtain information and advocate for special services, and help connect children and their families with community resources.

TEACHER DOMAIN 2: FAMILY ENGAGEMENT

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
Creating Respectful, Reciprocal Relationships with Families				
Family systems naeyc 2a	<p>Understands the dynamics and complexity of issues that affect family systems.</p> <p>Understands the relationship between family functioning and positive child outcomes.</p> <p>Respects and values the varying structures, languages, and cultures of children's families.</p> <p>Demonstrates respect for the family role as the primary educator, advocate, and "expert" on their own child and actively seeks family opinion and input.</p>	<p>Identifies and responds effectively to emerging family issues.</p> <p>Seeks information from families regarding variations across cultures in terms of family strengths, expectations, values, and child-rearing practices.</p> <p>Understands and believes in the capacity of the family to change during children's growth and development and supports the change process.</p>		
Communication naeyc 2b	<p>Creates opportunities for two way communication to build relationships with families based on mutual trust and understanding.</p> <p>Communicates information about the program in a family-friendly and culturally appropriate way.</p>	<p>Utilizes a range of techniques to communicate effectively with all families, especially families with linguistic differences.</p>	<p>Provides meaningful, effective outreach to achieve a high level of family engagement.</p>	




TEACHER DOMAIN 2: FAMILY ENGAGEMENT (cont'd)

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
Creating Respectful, Reciprocal Relationships with Families (cont'd)				
Professional Relationships naeyc 2b	<p>Understands the characteristics of positive or appropriate relationships with families.</p> <p>Demonstrates and maintains positive and appropriate relationships with families.</p>		Assesses relationships with individual families and employs creative strategies to maximize engagement with all families.	<p>Analyzes, evaluates, and applies current theory and research on developing relationships with families.</p> <p>Serves as a role model and mentor to others on developing positive relationships with families.</p>
Engaging Families in Their Children's Development and Learning				
Sharing Information with Families naeyc 2c	<p>Shares knowledge of general child development with families.</p> <p>Communicates with families regarding children's daily activities, developing skills, and accomplishments.</p> <p>Employs regular and ongoing opportunities to exchange information with families pertinent to their child's learning and development.</p>	<p>Utilizes conferences and other formal strategies to exchange information with families in an ongoing way about their child's development and learning.</p> <p>Begins to utilize information from families regarding variations across cultures in terms of family strengths, expectations, values, and child-rearing practices in their teaching practice.</p>	Consistently incorporates information from families into many aspects of classroom planning .	

TEACHER DOMAIN 2: FAMILY ENGAGEMENT (cont'd)

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
Engaging Families in Their Children's Development and Learning (cont'd)				
<i>Creating Opportunities for Families to be Actively Engaged in Their Child's Education</i> naeyc 2c	<p>Creates and maintains a safe and welcoming environment for families, including providing a quiet space for families to nurse, soothe, or comfort a child.</p> <p>Understands that meaningful opportunities for family engagement linked to children's learning goals, occur both in the classroom and at home.</p>	<p>Supports the parent's role by providing relevant information about child development and learning and healthy attachment.</p> <p>Provides opportunities for family engagement both in the classroom and at home that build upon families' strengths, skills, talents, interests, and availability.</p> <p>Provides opportunities for family engagement both in the classroom and at home tied to established learning goals for children.</p>	<p>Consistently provides opportunities for families to be engaged in their child's education in a way that reflects cultural and linguistic differences.</p> <p>Evaluates and improves family engagement opportunities on a regular basis to meet the needs of current families.</p> <p>Designs and implements strategies for supporting the attachment relationships between parents and their child.</p>	<p>Applies creative strategies to overcome challenges in engaging families, including families from cultures and languages new to the community.</p> <p>Serves as a role model and mentor to others on involving families in their child's development and learning.</p>
<i>Working with Families of Children With Special Education and Health Needs</i> naeyc 2c	<p>Helps all families understand the benefits, for all children, of integrating children with special education and health needs</p>	<p>Helps families obtain clear and understandable information about their child's special education and health needs.</p> <p>Helps families to advocate for special services, when necessary.</p>	<p>Supports families in the development of Individual Education Plans (IEPs), Individual Family Service Plans (IFSPs), and other individualized plans for children.</p>	<p>Collaborates with other service providers to ensure classroom-based comprehensive services to children and families; serves as an advocate for families when necessary.</p>

TEACHER DOMAIN 2: FAMILY ENGAGEMENT (cont'd)

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
Utilizing Community Resources to Support Families				
Community Resources  2b  RIPS Std 7	Is aware of resources within the program and surrounding community (e.g. early childhood special education, pediatricians, mental health services, health care, adult education, ELL instruction, economic assistance, etc.).		Builds relationships with community organizations and their representatives to bring services to children and their families in the classroom.	
Connecting Families with Resources .  2b	Recognizes when families may be in need of support.	Provides families with community resource information. Accesses community resources to communicate effectively with families from diverse backgrounds.	Works in partnership with families to respond appropriately to a range of family needs from informational to crisis intervention. Facilitates/supports families in making connections to formal and informal community support.	Identifies gaps in services to families and advocates for needed services and resources.



Teacher Core Competency Domain 3: Development and Learning

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Early childhood teachers recognize that experiences for children in early childhood programs, regardless of the child's age, must include consideration of the child's developmental level, temperament, needs, and learning styles. Development includes several interrelated areas (physical, cognitive, social/emotional) that influence each other and develop simultaneously. Early childhood teachers recognize that the developmental process typically proceeds in predictable steps and in recognized sequences.

In addition to typical development, teachers must take into account factors that influence development, including 1) each child's unique temperament, learning style, and interests; 2) environmental influences such as culture and ethnicity, home language, and community characteristics; and 3) short and long-term risk factors such as poverty, illness, changes in family structure, and ability levels including the influence of disabilities and special needs. They also believe that an inclusive environment benefits both children with and without special needs and they embrace an inclusive philosophy, where all children are individually valued.

TEACHER DOMAIN 3: DEVELOPMENT AND LEARNING

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
Child Development  RIPTS Std 3				
<i>General Knowledge of Domains, Stages, and Milestones</i>  1a and 1c	<p>Recognizes the major developmental milestones of children and understands that each child's development typically proceeds in a predictable and recognizable sequence.</p> <p>Understands that children's development includes several inter-related domains (physical, cognitive, social/emotional) that influence each other and develop simultaneously.</p> <p>Understands that it is typical for each child to develop differently across developmental domains.</p>	<p>Understands current research regarding the importance of early experiences on the development of the brain.</p> <p>Uses knowledge of child development in order to provide developmentally appropriate and engaging experiences and interactions.</p>	<p>Comprehends and applies major child development theories and understands the interrelationships across developmental domains.</p> <p>Consistently applies an understanding of child development in order to provide appropriate and engaging experiences and interactions.</p>	<p>Analyzes, evaluates, and applies current theory and research on child growth and development and applies that knowledge to one's practice.</p>
<i>Fostering Healthy Attachment and Relationships</i>	<p>Understands process of attachment as it relates to the continuity of care and the growth and development of children.</p>	<p>Uses knowledge of healthy attachment theory to support children's personal connections with adults and peers, and help them prepare for separation e.g. during changes in staffing patterns and prolonged absences.</p>		<p>Advocates for continuity of care within the classroom and program to ensure that children are able to form a relationship with a consistent caregiver.</p>

TEACHER DOMAIN 3: DEVELOPMENT AND LEARNING (cont'd)

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
Influences on Development				
Individual Needs and Differences naeyc 1b and 1c	<p>Understands and values that each child has unique characteristics including developmental levels, learning styles, temperament, and interests.</p> <p>Recognizes children's individual schedules/preferences and uses that knowledge when planning daily routines and interactions, especially when caring for infants and toddlers.</p>	Understands individual differences in development, temperament, learning styles, and interests and applies this information to interact with children in individual ways.	Applies knowledge of individual differences in development, temperament, learning styles, and interests to adapt environments and experiences for individual children.	Analyzes, evaluates, and applies current theory and research pertaining to children's development, temperaments, learning styles, and interests and applies that knowledge to one's practice.
Environmental Influences naeyc 1b and 1c	Understands that there are multiple environmental influences including home language, culture and ethnicity, home environment, and community characteristics that may affect the pre- and post-natal development and learning of children in both positive and negative ways.	Begins to appropriately integrate knowledge of applicable environmental influences to promote children's development.	Uses knowledge of environmental influences to adapt environments and learning experiences for individual children.	Analyzes, evaluates, and applies current theory and research related to environmental influences and applies that knowledge to one's practice.
Risk Factors Impacting Children naeyc 1b and 1c	Understands that children's development can be impacted by a myriad of short and long-term risk factors such as poverty, illness, changes in family structure, etc.	Applies knowledge of child development to identify and be responsive to the impact of risk factors on child development.	<p>Identifies appropriate resources and services to address risk factors impacting children, and partners with families to make appropriate referrals where needed.</p> <p>Applies strategies to support children's resiliency to mitigate the impact of potential risk factors in their lives.</p>	Analyzes, evaluates, and applies current theory and research related to risk factors and applies that knowledge to one's practice.

TEACHER DOMAIN 3: DEVELOPMENT AND LEARNING (cont'd)

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
Influences on Development (cont'd)				
Identified Special Needs naeyc 1b and 1c	<p>Understands that there is a wide range of identified special needs across all areas of development.</p> <p>Understands that risk factors, developmental delays, or disabilities may indicate a need for special services.</p> <p>Understands that there is a process for accessing services for children with special needs.</p> <p>Understands and believes that an inclusive environment benefits children with and without special needs.</p> <p>Follows specific requirements for children in their care as outlined in Individual Education Plans (IEPs) and/or Individual Family Service Plans (IFSPs).</p>	<p>Employs practices that support an inclusive philosophy.</p> <p>Utilizes the appropriate resources and services for children with special needs.</p> <p>Begins to apply knowledge about children with special needs and makes accommodations and adaptations to ensure their inclusion.</p> <p>Collaborates with other significant adults in planning appropriate activities, routines, and experiences for individual children with special needs.</p>	<p>Demonstrates knowledge of inclusive philosophy and practices and understands the range of development in young children.</p> <p>Utilizes knowledge about individual children with special needs and consistently makes accommodations and adaptations to ensure their inclusion.</p> <p>Collaborates with team members, and participates, as appropriate, in the development of Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs) that incorporate effective practices and focus on families' priorities and concerns, as well as children's development and interests.</p> <p>Collaborates with a multi-disciplinary team to develop and implement strategies for working together to benefit children with special needs.</p>	<p>Applies knowledge of inclusive philosophy to create a classroom community where all children are individually valued.</p> <p>Maintains current knowledge of relevant laws and emerging issues impacting children eligible for special education services.</p>

Teacher Core Competency Domain 4: Curriculum



Last Updated 12/22/2011

Early childhood teachers are able to design, implement, and evaluate curriculum that promotes positive development and learning for each and every child through intentional learning experiences. They know and understand that curriculum for early childhood settings have four core components: content, process, teaching and facilitating, and context. They consider all four of these areas and their inter-relatedness when building meaningful curriculum.

Early childhood teachers know the learning goals within each of the eight domains for early learning including approaches to learning, social and emotional development, language development and communication, literacy, mathematics, science, creativity, and physical health and development. They know that each domain has various components that are important to pre-school curriculum as reflected in current literature.

Early childhood teachers also think about how young children learn. They know that a child's development in each domain is sequential and dependent on a child's experiences and they also recognize that each child is unique and learns in a distinctive way. They also understand the importance of relationships and high-quality interactions in supporting successful learning and they provide a learning environment that is respectful, supportive, challenging and aesthetically pleasing which will have a positive impact on the whole child. They use their experience and knowledge of 1) the early learning standards, 2) current research, theory and best practice of how children learn and develop, 4) child assessment information, and 5) the unique interests, strengths and needs of the children and families in the program to design, implement, and evaluate meaningful challenging curriculum for each child.

TEACHER DOMAIN 4: CURRICULUM

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
Content  5a and b  RIPTS Std 1 and Std 2				
<i>Approaches to Learning</i>	<p>Understands the learning goals (scope) and definitions of approaches to learning as outlined in the Rhode Island Early Learning Standards and/or Infant/Toddler guidelines (to be identified by the state).</p> <p>Understands that development in the domain of approaches to learning is sequential and is dependent on infant, toddler, and preschooler experiences.</p>	Plans and implements intentional learning experiences designed to support what infants, toddlers, and preschoolers should know, understand, and be able to do in the domain of approaches to learning .	Utilizes in-depth knowledge of the scope and sequence of learning goals in the area of approaches to learning to develop and implement a comprehensive, integrated curriculum aligned with Rhode Island Early Learning Standards and/or Infant/Toddler guidelines (to be identified by the state).	Analyzes, and evaluates current theory and research pertaining to approaches to learning to expand and refine expectations for infants, toddlers, and preschoolers and apply that knowledge to one's practice.
<i>Social/Emotional Development</i>	<p>Understands the learning goals (scope) and definitions of social/emotional development as outlined in the Rhode Island Early Learning Standards and/or Infant/Toddler guidelines (to be identified by the state).</p> <p>Understands that development in the domain of social/emotional development is sequential and is dependent on infant, toddler, and preschooler experiences.</p>	Plans and implements intentional learning experiences designed to support what infants, toddlers, and preschoolers should know, understand, and be able to do in the domain of social and emotional development .	Utilizes in-depth knowledge of the scope and sequence of learning goals in the area of social and emotional development to develop and implement a comprehensive, integrated curriculum aligned with Rhode Island Early Learning Standards and/or Infant/Toddler guidelines (to be identified by the state).	Analyzes, and evaluates current theory and research pertaining to social and emotional development to expand and refine expectations for infants, toddlers, and preschoolers and apply that knowledge to one's practice.

TEACHER DOMAIN 4: CURRICULUM (Cont'd)

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
Content (cont'd)				
<i>Language Development and Communication</i>	<p>Understands the learning goals (scope) and definitions of language development and communication as outlined in the Rhode Island Early Learning Standards and/or Infant/Toddler guidelines (to be identified by the state).</p> <p>Understands that development in the domain of language development and communication is sequential and is dependent on infant, toddler, and preschooler experiences.</p> <p>Understands that English Language Learners must have opportunities to progress in their home language as they are learning English.</p>	<p>Plans and implements intentional learning experiences designed to support what infants, toddlers, and preschoolers should know, understand, and be able to do in the domain of language development and communication.</p> <p>Applies strategies in the classroom so that English Language Learners have opportunities to progress in their home language as they are learning English.</p>	<p>Works with children and their families, using community resources as needed, to maintain the child's home language.</p> <p>Incorporates researched-based individualized instruction designed to promote English language development of English Language Learners.</p>	<p>Analyzes, and evaluates current theory and research pertaining to language development and communication to expand and refine expectations for infants, toddlers, and preschoolers and apply that knowledge to one's practice.</p>
<i>Literacy</i>	<p>Understands the learning goals (scope) and definitions of literacy as outlined in the Rhode Island Early Learning Standards and/or Infant/Toddler guidelines. (to be identified by the state)</p>	<p>Plans and implements intentional learning experiences designed to support what infants, toddlers, and preschoolers should know, understand, and be able to do in the domain of literacy.</p>	<p>Utilizes in-depth knowledge of the scope and sequence of learning goals in the area of literacy to develop and implement a comprehensive, integrated curriculum aligned with Rhode Island Early Learning Standards and/or Infant/Toddler guidelines (to be identified by the state).</p>	<p>Analyzes, and evaluates current theory and research pertaining to literacy to expand and refine expectations for infants, toddlers, and preschoolers and apply that knowledge to one's practice.</p>




TEACHER DOMAIN 4: CURRICULUM (cont'd)

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
Content (cont'd)				
Literacy (cont'd)	Understands that development in the domain of literacy is sequential and is dependent on infant, toddler, and preschooler experiences.			
Mathematics	Understands the learning goals (scope) and definitions of mathematics as outlined in the Rhode Island Early Learning Standards and/or Infant/Toddler guidelines (to be identified by the state). Understands that development in the domain of mathematics is sequential and is dependent on infant, toddler, and preschooler experiences.	Plans and implements intentional learning experiences designed to support what infants, toddlers, and preschoolers should know, understand, and be able to do in the domain of mathematics .	Utilizes in-depth knowledge of the scope and sequence of learning goals in the area of mathematics to develop and implement a comprehensive, integrated curriculum aligned with Rhode Island Early Learning Standards and/or Infant/Toddler guidelines (to be identified by the state).	Analyzes, and evaluates current theory and research pertaining to mathematics to expand and refine expectations for infants, toddlers, and preschoolers and apply that knowledge to one's practice.
Science	Understands the learning goals (scope) and definitions of science as outlined in the Rhode Island Early Learning Standards and/or Infant/Toddler guidelines (to be identified by the state). Understands that development in the domain of science is sequential and is dependent on infant, toddler, and preschooler experiences.	Plans and implements intentional learning experiences designed to support what infants, toddlers, and preschoolers should know, understand, and be able to do in the area of science .	Utilizes in-depth knowledge of the scope and sequence of learning goals in the area of science to develop and implement a comprehensive, integrated curriculum aligned with Rhode Island Early Learning Standards and/or Infant/Toddler guidelines (to be identified by the state).	Analyzes, and evaluates current theory and research pertaining to science to expand and refine expectations for infants, toddlers, and preschoolers and apply that knowledge to one's practice.

TEACHER DOMAIN 4: CURRICULUM (cont'd)






	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
Content (cont'd)				
<i>Creativity</i>	<p>Understands the learning goals (scope) and definitions of creativity as outlined in the Rhode Island Early Learning Standards and/or Infant/Toddler guidelines (to be identified by the state).</p> <p>Understands that development in the domain of creativity is sequential and is dependent on infant, toddler, and preschooler experiences.</p>	<p>Plans and implements intentional learning experiences designed to support what infants, toddlers, and preschoolers should know, understand, and be able to do in the domain of creativity.</p>	<p>Utilizes in-depth knowledge of the scope and sequence of learning goals in the area of creativity to develop and implement a comprehensive, integrated curriculum aligned with Rhode Island Early Learning Standards and/or Infant/Toddler guidelines (to be identified by the state).</p>	<p>Analyzes, and evaluates current theory and research pertaining to creativity to expand and refine expectations for infants, toddlers, and preschoolers and apply that knowledge to one's practice.</p>
<i>Physical Health and Development</i>	<p>Understands the learning goals (scope) and definitions of physical health and development as outlined in the Rhode Island Early Learning Standards and/or Infant/Toddler guidelines (to be identified by the state).</p> <p>Understands that development in the domain of physical health and development is sequential and is dependent on infant, toddler, and preschooler experiences.</p>	<p>Plans and implements intentional learning experiences designed to support what infants, toddlers, and preschoolers should know, understand, and be able to do in the domain of physical health and development.</p>	<p>Utilizes in-depth knowledge of the scope and sequence of learning goals in the area of physical health and development to develop and implement a comprehensive, integrated curriculum aligned with Rhode Island Early Learning Standards and/or Infant/Toddler guidelines (to be identified by the state).</p>	<p>Analyzes, and evaluates current theory and research pertaining to physical health and development to expand and refine expectations for infants, toddlers, and preschoolers and apply that knowledge to one's practice.</p>

TEACHER DOMAIN 4: CURRICULUM (cont'd)





	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
Process⁴  RIPS TS Std 9				
Play	Understands that play is the primary vehicle for learning in all domains.	Implements a learning environment and plans experiences that maximize play as a vehicle for learning.	Utilizes knowledge of children's interests, learning styles, and stages of development to create meaningful play opportunities.	Continually analyzes and revises planned play experiences to deepen children's understanding of concepts.
Interactions Between Children  4a  RIPTS Std 7	Understands that peer interactions support learning.	Facilitates developmentally appropriate interactions between children to support learning.	Reflects on interactions between children to identify opportunities to extend children's learning.	Evaluates and applies theory and current research about the importance of peer interactions in children's learning.

⁴ Guiding children's social development and behavior management are important components of early childhood teachers' role. This document is intentional in not including a separate section dedicated to guidance and behavior management resulting from the belief that the skills required to be effective in this area are found throughout the document. Specifically, the core knowledge and competencies that encompass guiding children's social development and behavior management can be found in the following sections: In the Development and Learning Domain, competencies related to creating engaging experiences, adapting the environment for the needs of individual children, understanding environmental influences and risk factors on children's behavior, and making accommodations and adaptations for individual children are all relevant skills. In the Curriculum Domain, content related to social and emotional development, language development and communication, and physical health and development are all relevant. The process component of curriculum emphasizes the importance of providing for play and supporting interactions between children. The teaching and facilitating component of curriculum informs teachers of the importance of developing positive, respectful relationships, providing for all kinds of learners, and using a wide variety of instructional approaches. The skills and knowledge in the context component of curriculum emphasize the influence of the environment, materials, and daily schedule on children's behavior. There are also relevant core knowledge and competencies in the domains of Family Engagement and Observation and Assessment as collaborating with families to address guidance and classroom management and gathering and using assessment information to inform curricular decisions are relevant skills.


TEACHER DOMAIN 4: CURRICULUM (cont'd)

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
Process  RIPTS Std 9 (cont'd)				
<i>Interactions with Adults</i> naeyc 4a  RIPTS Std 7	Understands that learning is facilitated through adult-child interactions.	Utilizes engaging conversations with adults and thought provoking questions with adults to facilitate learning.	Reflects on situations in order to identify when to interact with a child to deepen the child's understanding.	Evaluates and applies theory and current research about the importance of adult-child interactions in children's learning.
<i>Interactions with Materials</i>	Understands that children learn through interaction with materials as they explore, problem-solve, and discover.	Facilitates children's learning as they interact with materials to explore, problem-solve, and discover.	Reflects on children's learning through their interactions with materials as they explore, problem-solve, and discover in order to deepen understanding.	
<i>Individual Ways of Knowing and Learning</i> (see <i>Development and Learning for related competencies</i>)  RIPTS Std 4	Recognizes that each child is unique and learns in a distinctive way.	Provides opportunities and experiences to support each child's unique and distinctive way of knowing and learning.	Reflects on learning experiences to ensure opportunities for all kinds of learners.	Evaluates learning experiences through the lens of current theory and research about children's ways of knowing and learning.
Teaching and Facilitating  RIPTS Std 8				
<i>Repertoire of Instructional Approaches</i> naeyc 4b and 4c  RIPTS Std 5	Has a beginning understanding of current theoretical perspectives and research specific to teaching and facilitating. Recognizes that positive interactions and relationships are a primary instructional approach for infants, toddlers, and preschoolers.	Identifies and applies sound theoretical perspectives that undergird teaching strategies. Appropriately uses technology (such as computers, digital and video cameras, etc.) to support children's learning.	Analyzes own instructional approaches to support individual children's development and learning. Analyzes and integrates sound theoretical perspectives into teaching strategies.	Continuously researches and applies innovative approaches to expand own repertoire of instructional approaches.



TEACHER DOMAIN 3: CURRICULUM (cont'd)

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
Teaching and Facilitating (cont'd)  RIPTS Std 8				
<i>Positive Relationships and Interactions</i>  4a  RIPTS Std 7	Understands that positive relationships with children, families, and teachers are a foundation for all healthy development and learning.	Promotes positive relationships and respectful and supportive interactions among teachers, families, and children. Responds consistently to each child's individual needs.	Analyzes own relationships and interactions with children, families, and teachers and implements strategies to continuously improve relationships.	Models positive relationships and respectful and supportive interactions among children, families, teachers, and other professionals.
Context  RIPTS Std 6				
<i>Environment</i>	Understands the impact of indoor and outdoor learning environments on children's development and learning. Understands that environmental design supports learning in all domains and encourages choice, play, and exploration. Creates a learning environment that encourages children's autonomy and exploration.	Applies knowledge about children's learning and development to create healthy, respectful, supportive, and challenging learning environments.	Assesses and adjusts environments based on knowledge of children's learning goals.	Analyzes, evaluates, and applies current theory and research on learning environments and various teaching approaches. Advocates for access to appropriate learning environments.

TEACHER DOMAIN 3: CURRICULUM (cont'd)

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
Context (cont'd)  RIPS Std 6				
Materials	<p>Utilizes materials that demonstrate acceptance of all children's gender, family, race, culture, and special needs.</p> <p>Chooses toys and materials that children find interesting and keeps multiples of favorites.</p>	Utilizes knowledge of child development and individual children to select materials.	<p>Provides open-ended materials that encourage problem solving and creativity and challenge children to construct knowledge in each domain outlined in the Rhode Island Early Learning Standards and/or Infant/Toddler guidelines (to be identified by the state).</p> <p>Adapts and modifies materials for children with special needs.</p> <p>Intentionally selects and rotates materials that reflect children's interests, learning styles, and stages of development.</p>	
Daily Schedule	Follows a daily schedule which includes substantial blocks of time for uninterrupted play.	<p>Establishes and maintains a daily schedule that is flexible and responsive to the needs and interests of the group and the individuals within the group.</p> <p>Plans transitions which are efficient and maximize learning opportunities.</p>	Analyzes and adapts daily schedule to reflect the needs and interests of the group and the individuals within the group.	

TEACHER DOMAIN 3: CURRICULUM (cont'd)

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
Context (cont'd)  RIPS Std 6				
Daily Schedule (cont'd)	<p>Supports children's understanding of the daily schedule through predictable and consistent daily routines.</p> <p>Maintains a daily schedule that provides balance between active and quiet, child-directed and teacher-directed, individual and group, and indoor and outdoor activities.</p>			
Building Meaningful Curriculum  5c				
Integrating the Four Components	Understands the importance of including content, process, teaching and facilitation, context, and the inter-relatedness of the eight domains when planning curriculum.	Plans curriculum that integrates the eight content domains, knowledge of process, strategies for teaching and facilitation, and appropriate context.	Reflects on planned curriculum and analyzes effectiveness by looking closely at content, process, teaching and facilitation, and context and ensuring the integration of the eight domains.	Consistently plans, implements, and analyzes an integrated curriculum and shares knowledge with others.
Incorporating Meaningful Information	Understands the importance of incorporating family, culture, and community factors when planning curriculum.	Incorporates family, culture, and community factors into curriculum planning.	Consistently, with family input, incorporates family, culture, and community factors into curriculum planning.	Analyzes the effectiveness of curriculum through the lens of family, culture, and community factors.

TEACHER DOMAIN 3: CURRICULUM (cont'd)

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
Building Meaningful Curriculum (cont'd)				
Utilizing Assessment Information (*see the Observation and Assessment Domain on page 35 for more detail)	Understands the importance of utilizing child assessment information when planning curriculum.	Utilizes child assessment information to inform curriculum planning.	Utilizes child assessment information to construct curriculum experiences that are appropriately challenging for individual children and support critical thinking.	Utilizes child assessment information to analyze the effectiveness of curriculum planning.
Utilizing Curriculum Resources	Understands that curriculum resources (including books, website resources, and commercially prepared curricula) vary in quality and that high quality resources reflect the knowledge and principals of early childhood development and learning.	Applies knowledge of quality curriculum to identify high quality resources (including books, website resources and commercially prepared curricula).	Analyzes and evaluates a variety of curriculum resources and ensures that the resources used contribute to the development of an effective classroom environment.	Participates in the selection of and advocates for high quality, developmentally appropriate curriculum resources.

Teacher Core Competency Domain 5: Observation and Assessment

Last Updated 12/22/2011

Observation and assessment are critical components of an effective program that supports children's development and learning. Effective observation and assessment helps early childhood teachers to plan and adapt the environment and curriculum to meet group and individual needs.





It is important that early childhood teachers have a strong knowledge of early childhood assessment and are able to effectively plan for and conduct developmentally appropriate authentic assessments (e.g. ongoing, natural settings, meaningful activities). It is also important that teachers understand the role of formal/standardized screening and assessment practices in evaluating the development and learning needs of young children and are able to support their effective use.

Early childhood teachers must practice responsible assessment and ensure that information is used to support children rather than to exclude them. They recognize the need to gather assessment information from multiple sources using a variety of methods when seeking to describe what children know and are able to do and they know how to effectively document the information they gather. Finally, they know how to share child assessment information with families and other professionals in an appropriate and confidential manner.



TEACHER DOMAIN 5: OBSERVATION AND ASSESSMENT

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
Knowledge of Early Childhood Assessment. naeyc 3a	<p>Understands that assessment is guided by sound professional standards.</p> <p>Understands that assessment information should be used to inform curriculum planning, monitor a child's growth and development, share information with families and others, and identify children that might benefit from special services.</p> <p>Understands that assessment is ongoing and should be integrated into daily curriculum.</p> <p>Understands the importance of observation, documentation, and other appropriate assessment tools and strategies in early childhood programs.</p>	<p>Understands that observation, documentation, and other appropriate assessment tools and strategies are used to guide individualized instructional planning.</p> <p>Has a working knowledge of the variety of assessment methods that fall on a continuum between authentic and standardized.</p> <p>Aligns assessment with the learning goals of the Rhode Island Early Learning Standards.</p>	<p>Understands the purposes and appropriateness of various developmental screening and assessment procedures and instruments.</p> <p>Analyzes the strengths and weaknesses of various assessment methodologies and makes appropriate choices for various populations and situations.</p>	<p>Critically analyzes assessment tools and strategies used for determining children's learning goals for validity and reliability.</p>


TEACHER DOMAIN 5: OBSERVATION AND ASSESSMENT (cont'd)

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
Conducting Developmentally Appropriate Authentic Assessments (ongoing, natural settings, meaningful activities)  3c  RIPTS Std 9	<p>Understands the importance of gathering information about the child over time, in natural settings, while children are engaged in meaningful activities.</p> <p>Identifies opportunities within the classroom environment to collect assessment information.</p>	<p>Begins to gather information about the child over time, in natural settings (home, class, or center), while children are engaged in meaningful activities and interactions.</p>	<p>Develops and implements a comprehensive authentic assessment plan that integrates developmentally appropriate assessment into daily practice.</p>	<p>Analyzes the effectiveness of authentic assessment practices and utilizes that information to refine one's assessment plan.</p>
Conducting Formal Assessments (if used in classrooms)  3c  RIPTS Std 9	<p>Understands that some formal/standardized screening and assessment is important in evaluating the development and learning needs of young children.</p>	<p>Understands that standardized assessments must be used for purposes for which they are intended and only administered by trained individuals.</p> <p>With training and supervision, utilizes selected formal/standardized screening and assessment tools and strategies in the evaluation process.</p>	<p>Independently utilizes selected formal /standardized screening and assessment tools and strategies in the evaluation process with fidelity.</p> <p>Considers how formal/standardized assessments are integrated into the overall classroom assessment plan and implements them as appropriate.</p>	<p>Selects, evaluates, and interprets information from developmental screening and standardized assessment instruments used in the assessment of children.</p>



TEACHER DOMAIN 5: OBSERVATION AND ASSESSMENT (cont'd)

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
Practicing Responsible Assessment  RIPTS Std 9	<p>Understands the difference between subjective and objective observations.</p> <p>Understands that language and culture can influence the assessment process and results.</p> <p>Identifies environmental factors that influence assessment process and results such as length of assessment, time of day, environmental distractions, etc.</p>	<p>Utilizes assessment information to support children rather than to exclude them.</p>	<p>Implements responsible assessment processes that reduce and/or eliminate negative influences on the assessment process and results.</p> <p>Evaluates current practice to determine if assessment practices are effective and adequate.</p> <p>Designs methods for improving assessment practices based upon a review of information collected.</p>	<p>Ensures that consideration is given to cultural, linguistic, and environmental influences during the planning, selecting, adapting, modifying, and implementing of all assessment procedures.</p> <p>Evaluates current research, emerging developments, and best practices related to the assessment of young children.</p> <p>Evaluates and modifies assessment tools and strategies to ensure validity and reliability.</p> <p>Advocates for developmentally appropriate responsible assessment tools and strategies.</p>
Gathers Assessment Information from Multiple Sources Using a Variety of Methods  RIPTS Std 9	<p>Understands that assessment information comes from a variety of sources (families, other teachers, specialists).</p>	<p>Incorporates assessment information from a variety of sources (families, other teachers, specialists, peers, child care) when seeking to describe what children know and are able to do.</p>	<p>Consistently collects assessment information from a variety of sources.</p> <p>Consistently collects assessment information which reliably illustrates children's interests and learning styles.</p>	<p>Analyzes the effectiveness of assessment strategies to gather meaningful and objective information and refines one's assessment plan.</p>

TEACHER DOMAIN 5: OBSERVATION AND ASSESSMENT (cont'd)

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
Gathers Assessment Information from Multiple Sources Using a Variety of Methods (cont'd)	<p>Understands the benefits of using a variety of assessment strategies (observation, interview, work samples, standardized tests).</p> <p>Identifies opportunities to collect multiple sources of information for children in their classroom.</p>	<p>Applies a variety of assessment strategies to gather meaningful and objective information about each child's development.</p> <p>Collects assessment information from multiple sources which objectively illustrates what children know and are able to do in relation to learning goals.</p> <p>Collects assessment information from multiple sources which objectively illustrates children's interests and learning styles.</p>	<p>Consistently collects assessment information which reliably illustrates what children know and are able to do in relation to learning goals.</p> <p>Consistently utilizes a variety of assessment strategies to gather meaningful and objective information about each child's development.</p>	
Documenting Assessment Information  RIPTS Std 9	<p>Understands the importance of documenting assessment information.</p>	<p>Begins to create assessment documentation which is linked to learning goals; is objective and specific; and includes enough detail to give a third party a complete understanding of the assessment event.</p>	<p>Consistently creates assessment documentation which is linked to learning goals; is objective and specific; and includes enough detail to give a third party a complete understanding of the assessment event.</p>	<p>Analyzes the effectiveness of practices used to document assessment information and utilizes that information to refine one's assessment plan.</p>

TEACHER DOMAIN 5: OBSERVATION AND ASSESSMENT (cont'd)

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
Using Assessment Information in Curriculum Planning (including for use in planned interventions and referral for special services)  3a  RIPTS Std 9 and Std 7	Understands and values the link between curriculum and assessment.	Utilizes observation and assessment results to plan developmentally appropriate curriculum.	<p>Utilizes assessment information from a variety of sources to develop curriculum for individuals, small groups, and large groups of children.</p> <p>Is able to aggregate and analyze assessment data.</p> <p>Develops multi-level learning opportunities in response to assessment information to meet the needs of children at different places on the development continuum.</p> <p>Utilizes assessment information to establish objectives for children.</p> <p>Analyzes assessment information to determine whether further evaluation by other professionals is warranted.</p>	Continuously evaluates the assessment system to determine its effectiveness in informing curriculum and adapts as needed.

TEACHER DOMAIN 5: OBSERVATION AND ASSESSMENT (cont'd)

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
Communicating Assessment Information to Others (families, other professionals) naeyc 3b	<p>Understands that child assessment information is confidential and the sharing of this information is governed by program policy.</p> <p>Understands the purpose and value of sharing child assessment information with families and other professionals.</p>	<p>Explains the importance of collecting, using, and sharing assessment information with families.</p> <p>Determines when child assessment information should be shared with other professionals to enhance services to children.</p>	<p>Continually improves strategies for the communication of assessment information to meet the needs of families with diverse linguistic and cultural backgrounds.</p> <p>Exchanges complete and unbiased assessment information about a child's strengths and needs in a supportive manner with families.</p>	<p>Serves as a mentor to other professionals in developing skills for effectively communicating child assessment information.</p>

Teacher Core Competency Domain 6: Professionalism

Last Updated 12/22/2011

Early childhood teachers identify and conduct themselves as members of the early childhood profession inclusive of all settings serving children birth through age eight⁵. They understand that a research-based body of core knowledge and competencies serve as a foundation for the profession and that these knowledge and competencies are used in all aspects of professional involvement with children, families, and colleagues.





There are also certain expectations for behavior. Early childhood teachers must know and use ethical guidelines such as the NAEYC Code of Ethics and other professional standards related to early childhood as they implement strategies in a program, and work closely with children, families, colleagues, and the community. They also value the diversity of lifestyles, languages, beliefs, and cultural backgrounds that can be found in all aspects of our society and utilize teaching strategies which are free of bias and responsive to the differences in the needs of children.

Early childhood teachers show a commitment to ongoing professional development and learning by engaging in and utilizing a wide variety of professional development resources to improve their practice. This includes participating in collaborative learning experiences and being supported or mentored by others in the field. Then, as teachers advance in their careers, they begin to share their knowledge in the greater community and start mentor others in their professional growth.

Finally, every professional must be able to advocate on behalf of children, families, and the profession. For the purposes of this document, we define advocacy in the broadest possible way, ranging from advocating for an individual child to advocating for changes at a systems level. This advocacy is built on the knowledge and competencies described within this document. Effective advocates use their knowledge of early child development along with their knowledge of 1) resources available for children, 2) legislation and 2) policy to advocate for children, families and the profession.

⁵ Please note that the field defines early childhood as birth to age eight. However, this document is articulating competencies for classroom-based early childhood educators working with children from birth to age five.




TEACHER DOMAIN 6: PROFESSIONALISM

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
Foundations: Identifying and Involving Oneself with the Early Childhood Profession  6a  RIPS Std 10	<p>Has beginning knowledge of the historical context of the early childhood profession.</p> <p>Understands that the profession has a research-based core of knowledge as its foundation.</p> <p>Understands that there is a connection between the core base of knowledge and regulations, program policies, and professional standards.</p> <p>Understands that early childhood practice is impacted by emerging research, current issues, and advances in the field.</p>	<p>Consistently seeks new information on research, current issues, and advances in the early childhood profession.</p> <p>Accesses resources and participates in activities offered by professional organizations.</p>	<p>Applies information from related fields such as health, mental health, etc. to develop a holistic approach to early childhood education.</p> <p>Articulates a personal philosophy of early childhood based on core knowledge.</p> <p>Maintains active membership in one or more professional organizations.</p>	<p>Actively involved in groups or organizations engaged in research, policymaking and/or leadership.</p>
Ethical Standards and Professional Guidelines  6b  RIPS Std 11	<p>Identifies and values ethical and professional guidelines established by the early childhood profession.</p>	<p>Utilizes professional code of ethics in making professional decisions.</p> <p>Establishes and maintains appropriate professional boundaries.</p>	<p>Identifies potential conflicts of interest and ethical dilemmas and proactively seeks support in resolving emerging ethical issues.</p>	<p>Serves as a role model and promotes compliance with ethical standards in the workplace.</p>

TEACHER DOMAIN 6: PROFESSIONALISM (cont'd)

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
Ethical Standards and Professional Guidelines (cont'd)	<p>Is aware of and complies with program policies that pertain to professional conduct.</p> <p>Knows and obeys relevant laws such as those pertaining to child abuse and the rights of children with disabilities.</p> <p>Recognizes potentially unethical practices.</p> <p>Protects the privacy and confidentiality of family information.</p>		<p>Uses the ethical and professional guidelines established by the early childhood profession when solving dilemmas in working with children and their families.</p>	
Valuing Diversity	<p>Is aware of and respects differences in lifestyles, languages, beliefs, and cultural backgrounds among children, family, and colleagues.</p> <p>Views diversity as an asset to the classroom and program.</p> <p>Understands how culture influences child-rearing practices and how that in turn can affect growth and development.</p>		<p>Plans curriculum which takes into account the diversity that exists in all aspects of society.</p> <p>Collaborates with families, colleagues, and community members to promote diversity.</p> <p>Supports children in identifying and challenging bias.</p>	<p>Mentors others in understanding issues related to diversity and cultural competence.</p>

TEACHER DOMAIN 6: PROFESSIONALISM (cont'd)

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
Advocating for Children, Families and the Profession 	<p>Has knowledge of resources available to support children, families, and professionals.</p> <p>Supports advocacy by understanding the relationship between the program philosophy and the daily curriculum.</p> <p>Understands that national, state, and local legislation along with public policy affects children, families, programs, and the early childhood profession.</p> <p>Understands the impact that certain environmental and social factors have on children and families.</p> <p>Discusses child development (birth to 8) and the value of early childhood programs with families.</p>	<p>Begins to communicate to others the relationship between the program philosophy and the daily curriculum.</p> <p>Advocates for individual children through processes established by the program.</p>	<p>Clearly articulates the relationship between program philosophy, daily curriculum, early learning standards, and child outcomes.</p> <p>Maintains awareness of legislative changes that affect children, families, and the early childhood field.</p>	<p>Advocates for children, families, and the profession in the greater community.</p> <p>Nurtures and supports the development of advocacy skills with colleagues.</p>
Commitment to Ongoing Professional Development  	<p>Understands the importance of ongoing professional development.</p> <p>Utilizes a variety of professional resources and relationships to improve practice.</p>	<p>Utilizes reflections to modify and improve work with children, families, and colleagues.</p> <p>Develops and carries out a professional development plan with increasing autonomy.</p>	<p>Shares knowledge and expertise with colleagues and families in the school community.</p> <p>Routinely engages in reflection of teaching practices and the behavior of children and revises practice as necessary.</p>	<p>Shares knowledge in the greater community as a component of one professional development.</p> <p>Mentors others in their professional growth.</p>

TEACHER DOMAIN 6: PROFESSIONALISM (cont'd)

	LEVEL 1	LEVEL 2 (all skills in Level 1 plus)	LEVEL 3 (all skills in Level 1 and 2 plus)	LEVEL 4 (all skills in Level 1, 2 and 3 plus)
Commitment to Ongoing Professional Development (cont'd)	<p>Develops and carries out a personal professional development plan in collaboration with a supervisor.</p> <p>Utilizes constructive feedback to improve performance.</p> <p>Values reflection as a tool for professional development and begins to reflect on own performance to modify and improve work with children, families, and colleagues.</p> <p>Seeks out professional development opportunities that are specific to the unique needs of children in the program.</p>	<p>Engages in continuous collaborative learning to inform practice.</p> <p>Identifies professional and personal goals in working with children and families.</p>	<p>Initiates and advocates for own professional development activities.</p> <p>Utilizes aggregate child assessment data to identify ongoing professional development goals.</p>	

SECTION B: Rhode Island Core Competencies for Classroom-Based Early Childhood Teacher Assistants

who work with children birth through age 5 and their families.

Last Updated 12/22/2011

Section B: Outline

1. *Teacher Assistant Career Pathway.....add in page numbers*

2. *Health, Safety, and Wellness*

- a. Knowledge of State and Federal Regulations
- b. Safety and Emergency Procedures
- c. Health
- d. Food and Nutrition

3. *Family Engagement*

- a. Creating Respectful, Reciprocal Relationships with Families
- b. Engaging Families in Their Children's Development and Learning
- c. Utilizing Community Resources to Support Families

4. *Development and Learning*

- c. Child Development
- d. Influences on Development

5. *Curriculum*

- a. Content
- b. Process
- c. Teaching and Facilitating
- d. Context
- e. Building Meaningful Curriculum

6. *Observation and Assessment*

- a. Knowledge of Early Childhood Assessment
- b. Contributing to Classroom Assessment
- c. Using Assessment Information to Inform Interactions with Children and Contribute to Curriculum Planning

7. *Professionalism*

- a. Ethical Standards and Professional Guidelines
- b. Valuing Diversity
- c. Commitment to Ongoing Professional Development

DRAFT

The Teacher Assistant Career Pathway

The career pathway for the teacher assistant role specifies the formal education, experience, professional development, and professional activities that correspond with a teacher assistant who is at each level. For the purposes of this document, “teacher assistant” is defined as an individual who assists the teacher in planning and implementing the educational program in an early childhood classroom. Teacher assistants progress from one level to another through a combination of formal study, experience and professional development. Level I corresponds with Rhode Island’s minimal expectations for teacher assistants.

	Level I	Level II	Level III
Formal Education	High School Diploma or GED.	Minimum of 6 college credit hours in Early Childhood Education (ECE). OR Child Development Associate Certificate (CDA).	12 college credit hours in Early Childhood Education (ECE). OR A CDA awarded on or before XX/XX/XXXX (date 6 months after date of publishing) plus 6 credit hours in Early Childhood Education (ECE).
Experience	Minimum of 1 year of relevant experience.	Minimum of 1 year of supervised experience ⁶ .	Minimum of 3 year of supervised experience.
Relevant Professional Development/ Credentials	Minimum of 20 hours/year of professional development related to the workforce core knowledge and competencies. OR Comparable credit hours in Early Childhood Education (ECE).	Minimum of 20 hours/year of professional development related to the workforce core knowledge and competencies. OR Comparable credit hours in Early Childhood Education (ECE).	Minimum of 20 hours/year of professional development related to the workforce core knowledge and competencies. OR Comparable credit hours in Early Childhood Education (ECE).
Professional Activities			Membership in professional organization related to Early Childhood Education (ECE).

⁶ Supervised experience refers to employment as a teacher assistant in a classroom under the supervision of an Education Coordinator, Head Teacher or other educational administrator.

Teacher Assistant Skill and Knowledge Progression

As a guide for how knowledge and skill should deepen over the levels, the Core Competency team used the following framework:

- At Level 1, a teaching assistant is generally expected to have a basic understanding of key concepts and be able to carry out specific instructions;
- At Level II, a teaching assistant is expected to be able to independently apply their knowledge and take initiative in collaboration with the teacher, and;
- Finally, a Level III teaching assistant demonstrates a deeper understanding of more complex concepts and uses a more nuanced application of that knowledge in collaboration with the teacher.

General Indicators for Each Level

The table below provides a set of general indicators of mastery for each level to use as a tool for developing more specific indicators for measuring an educator's knowledge and skill set in each domain.

LEVEL	General Indicators	Key Words
LEVEL 1: Basic Knowledge, Understanding and the Ability to Follow Directions.	<ul style="list-style-type: none">• Locating and retrieving factual, conceptual and procedural knowledge in long-term memory.• Constructing meaning from oral, written or visual communication or information.• Changing one form of representation to another e.g. paraphrase important ideas.• Describing in one's own words.• Providing a specific example or illustration of a concept or principle.• Determining that something belongs to a category.• Drawing a logical conclusion from presented information.• Detecting relationships between concepts or objects.• Explaining an idea or concept.• Listening to and understanding multi-step directions.• Completing multi-step directions accurately.	Define List Memorize Recall Repeat Recognize State Clarify Categorize Describe Discuss Explain Identifies Illustrate Interpret Report Paraphrase Summarize Translate Listen Complete Carry Out

LEVEL	General Indicators	Key Words
<p>LEVEL 2: Application of knowledge and understanding in collaboration with the teacher</p>	<ul style="list-style-type: none"> Applying factual, conceptual and/or procedural knowledge to a specific task or to produce a specific result. 	<p>Apply Demonstrate Employ Use Implement</p>
<p>LEVEL 3: Deeper understanding of more complex concepts and a more nuanced application of that knowledge in collaboration with the teacher.</p>	<ul style="list-style-type: none"> Reflecting on experience and using that insight to change practice. Applying factual, conceptual and/or procedural information to solve a problem. 	<p>Reflect Refine Change Evolve Think Introspect Consider</p>

Teacher Assistant Core Competency Domain 1: Health, Safety, and Wellness

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Young children's physical and emotional health and safety is vital for fostering competence in all developmental areas. Early childhood teacher assistants must have a sound knowledge of state and federal regulations related to safety and health. They must also be able to ensure children's safety and be competent in preparing for and handling emergencies. Finally, they promote sound health, dental and nutrition practices.

TEACHER ASSISTANT DOMAIN 1: HEALTH, SAFETY AND WELLNESS

	Level I	Level II (All skills in Level 1 plus)	Level III (All skills in Level 1 and 2 plus)
Knowledge of State and Federal Regulations	<p>Understands the purpose of and follows state and federal regulations including, but not limited to:</p> <ul style="list-style-type: none"> • Administration of medication • Infant and Child CPR and First Aid training • Fire and disaster drills • Abuse and neglect • Communicable disease • Staffing ratios 	<p>Understands ratio requirements and alerts appropriate individuals when they are not met.</p>	
Safety and Emergency Procedures	<p>Actively supervises children to ensure safety both indoors and out.</p> <p>Monitors and maintains safety in all areas, both indoors and outdoors, including the condition of equipment and materials, and the identification and removal of potential hazards.</p> <p>Assists teacher in practicing emergency plans and drills (e.g. fire, weather-related, and lock-down) including safety procedures for children with disabilities.</p> <p>Follows recommended guidelines to prevent Sudden Infant Death Syndrome (SIDS).</p>		<p>Partners with teacher to teach age appropriate precautions and rules to children to ensure safety both indoors and out.</p>

TEACHER ASSISTANT DOMAIN 1: HEALTH, SAFETY AND WELLNESS (CONT'D)

	Level I	Level II (All skills in Level 1 plus)	Level III (All skills in Level 1 and 2 plus)
Health	<p>Understands program policies and practices regarding children's health and safety status.</p> <p>Models, supports, and assists children in developing appropriate hygiene practices including hand washing, teeth brushing, and toileting and follows appropriate diapering practices, when applicable.</p> <p>Understands indicators of child maltreatment, follows program policies regarding documentation and notification, and performs responsibly as mandated reporter for child abuse and neglect.</p> <p>Understands the signs and symptoms of common childhood illnesses and notifies appropriate program personnel and/or families as appropriate while ensuring the comfort and care of the child and other children.</p> <p>Follows policies and procedures for infection control and universal precautions.</p> <p>Knows individual children's allergies and other health needs and takes appropriate measures to ensure the health and safety of each child.</p> <p>Follows established program rules regarding rest time policies/procedures to create an environment where children can sleep without disturbance.</p>	<p>In collaboration with the teacher, communicates with families about program policies and practices regarding health and individual health status.</p> <p>In collaboration with the teacher, monitors compliance with health requirements indicated by parents or medical professionals.</p>	

TEACHER ASSISTANT DOMAIN 1: HEALTH, SAFETY AND WELLNESS (CONT'D)

	Level I	Level II (All skills in Level 1 plus)	Level III (All skills in Level 1 and 2 plus)
Food and Nutrition	<p>Follows rules established by the program regarding food provided to the children.</p> <p>Ensures that policies regarding food allergies and family food restrictions are followed.</p> <p>Joins children for meals and snacks and models healthy eating habits with children.</p> <p>Recognizes potential health hazards in meals (choking, allergies, etc.) and takes steps to avoid them.</p> <p>Practices safe food handling, follows general sanitation practices, and maintains sanitary environments.</p> <p>Demonstrates respect for family preferences and cultural influences on food and eating habits.</p>	<p>In collaboration with the teacher, maintains appropriate communication with families regarding eating habits and food intake.</p>	<p>Understands and utilizes developmentally appropriate practices which support healthy eating habits for all infant, toddlers, and preschoolers.</p>

Teacher Assistant Core Competency Domain 2: Family Engagement

Last Updated 12/22/2011

Early childhood teacher assistants understand the role that family members and others play in the lives of children and the importance of engaging them in their child's education. They are welcoming to all families and demonstrate respect for the family role as the primary educator and advocate for the child.

Early childhood teacher assistants respect and support the diversity of languages, values, customs, attitudes, expectations, and traditions in the family of each child. They strive to utilize a range of techniques to communicate effectively with all families and partner with the teacher to create meaningful opportunities for families to be actively engaged in their children's education.

Finally, early childhood teacher assistants begin to develop an awareness of resources within the program and surrounding community that are available to families and work with the teacher to help connect children and their families with needed resources.

TEACHER ASSISTANT DOMAIN 2: FAMILY ENGAGEMENT

	Level I	Level II (All skills in Level 1 plus)	Level III (All skills in Level 1 and 2 plus)
Creating Respectful, Reciprocal Relationships with Families	<p>Is welcoming to all families.</p> <p>Understands the characteristics of appropriate relationships with families.</p> <p>Communicates respectfully with and about families and uses this communication to build positive relationships with families.</p>	<p>Demonstrates respect for the family role as the primary educator and advocate.</p>	<p>Respects and supports the varying structures, languages, and cultures of childrens' families.</p>
Engaging Families in Their Children's Development and Learning	<p>Communicates with families about general daily activities as a means of building relationships.</p>	<p>In collaboration with teacher, begins to take responsibility for exchanging information with families about their child's daily activities and experiences.</p> <p>Collaborates with teacher to create and maintain a welcoming environment for families.</p> <p>Understands that integrating children with special needs benefits all children.</p>	<p>Collaborates with teacher to:</p> <ul style="list-style-type: none"> • Share knowledge about the program and general child development with families. • Regularly exchange information with families regarding their child's learning and development. • Develops meaningful opportunities for family engagement. • Help all families recognize that integrating children with special education needs benefits all children.

TEACHER ASSISTANT DOMAIN 2: FAMILY ENGAGEMENT (CONT'D)

	Level I	Level II (All skills in Level 1 plus)	Level III (All skills in Level 1 and 2 plus)
Utilizing Community Resources to Support Families		Develops an awareness of resources within the program and surrounding community that are available to families.	Works with teacher to identify program and community resources to strengthen families and to support positive child outcomes.

Teacher Assistant Core Competency Domain 3: Development and Learning

Last Updated 12/22/2011

Early childhood teacher assistants recognize the major developmental milestones of children and understand the importance of the first three years of life on children's development. They know that each child's development, through major developmental milestones, typically proceeds in a predictable and recognizable pattern and they understand that it is typical for each child to develop differently across developmental domains. As they become more experienced, they are able to use that knowledge to partner with the teacher to plan developmentally appropriate and engaging experiences and interactions with children.

In addition, teacher assistants understand that each child has unique characteristics that influence development and they are able to use their knowledge of the unique characteristics of the children in their classroom to contribute ideas when collaboratively planning with the teacher. They also have a beginning understanding of the concept of attachment and how it relates to children's growth and development and with experience. Finally, early childhood teacher assistants believe that an inclusive environment benefits both children with and without special needs and they embrace an inclusive philosophy, where all children are individually valued.

TEACHER ASSISTANT DOMAIN 3: DEVELOPMENT AND LEARNING

	Level I	Level II (All skills in Level 1 plus)	Level III (All skills in Level 1 and 2 plus)
Child Development			
<i>General Knowledge of Domains, Stages, and Milestones</i>	<p>Recognizes the major developmental milestones of children.</p> <p>Understands the importance of the first three years of life on children's development.</p>	<p>Understands that each child's development, through major developmental milestones, typically proceeds in a predictable and recognizable sequence.</p> <p>Understands that it is typical for each child to develop differently across developmental domains.</p>	<p>Uses knowledge of child development to partner with teacher to plan developmentally appropriate and engaging experiences and interactions with children.</p> <p>Understands that children's development includes several inter-related domains (physical, cognitive, social/emotional) that influence each other and develop simultaneously.</p> <p>Comprehends and begins to apply major child development theories.</p>
<i>Fostering Healthy Attachment and Relationships</i>		Has a beginning understanding of the concept of attachment as it relates to children's growth and development.	<p>Understands the concept of attachment and begins to apply it in interactions with children.</p> <p>Uses knowledge of attachment to contribute ideas when collaboratively planning with teacher.</p>
Influences on Development			
<i>Individual Needs and Differences</i>	<p>Understands and values that each child has unique characteristics (developmental levels, learning styles, temperament, and interests).</p> <p>Follows classroom schedules and routines as they are adapted for individual children.</p>		Uses knowledge of individual children's development and unique characteristics (developmental levels, learning styles, temperament, and interests) to contribute ideas when collaboratively planning with teacher.

TEACHER ASSISTANT DOMAIN 3: DEVELOPMENT AND LEARNING

	Level I	Level II (All skills in Level 1 plus)	Level III (All skills in Level 1 and 2 plus)
<i>Identified Special Needs</i>	<p>Understands and values that an inclusive environment benefits children with and without special needs.</p> <p>Under the direction of the teacher, follows specific requirements for children with Individual Education Plans (IEPs) or Individual Family Service Plans (IFSPs).</p>		<p>Understands that there is a wide range of identified special needs across all areas of development.</p> <p>Understands that risk factors, developmental delays, or disabilities may indicate a need for special services.</p> <p>Understands that there is a process of accessing services for children with special needs.</p>

Teacher Assistant Core Competency Domain 4: Curriculum

Last Updated 12/22/2011

Early childhood teacher assistants collaborate with teachers to develop meaningful curriculum that promotes positive development and learning for each and every child. They understand that classroom curriculum is influenced by a variety of factors including, but not limited to, the children, their families, and the community and that meaningful curriculum is developed through a collaborative process that integrates information about children, families, and the community.

In addition, early childhood teacher assistants understand the learning goals within each of the eight domains for early learning including approaches to learning, social and emotional development, language development and communication, literacy, mathematics, science, creativity, and physical health and development. They know that each domain has various components that are important to pre-school curriculum as reflected in current literature.

Early childhood teacher assistants also think about how young children learn as they collaborative plan with the teacher. They understand that each child is unique and learns in a distinctive way and they know that play is a primary vehicle for learning in all domains. They also understand that positive relationships with children, families and teachers are a foundation for healthy development and learning.

Finally, early childhood teacher assistants are able to assist the teacher in preparing and organizing the classroom environment, materials and daily schedule so that it supports children's learning in all domains.

TEACHER ASSISTANT DOMAIN 4: CURRICULUM

	Level I	Level II (All skills in Level 1 plus)	Level III (All skills in Level 1 and 2 plus)
Content			
<i>Approaches to Learning</i>	<p>Understands that classroom curriculum for approaches to learning is organized around the Rhode Island Early Learning Standards and/or Infant/Toddler guidelines (to be identified by the state).</p> <p>Follows teacher direction to support children's learning goals in the domain of approaches to learning.</p>	<p>Begins to independently recognize opportunities to support children's learning in the domain of approaches to learning.</p>	<p>Understands the various components (scope) of approaches to learning important to infant, toddler and preschool curriculum as reflected in current literature.</p> <p>Understands that development in the domain of approaches to learning is sequential and is dependent on infant, toddler, and preschooler experiences.</p> <p>Understands the learning goals and definitions of approaches to learning as outlined in the Rhode Island Early Learning Standards and/or Infant/Toddler guidelines (to be identified by the state).</p>

TEACHER ASSISTANT DOMAIN 4: CURRICULUM (CONT'D)

	Level I	Level II (All skills in Level 1 plus)	Level III (All skills in Level 1 and 2 plus)
Content (cont'd)			
<i>Social/Emotional Development</i>	<p>Understands that classroom curriculum for social/emotional development is organized around the Rhode Island Early Learning Standards and/or Infant/Toddler guidelines (to be identified by the state).</p> <p>Follows teacher direction to support children's learning goals in the domain of social/emotional development.</p>	<p>Begins to independently recognize opportunities to support children's learning in the domain of social/emotional development.</p>	<p>Understands the various components (scope) of social/emotional development important to infant, toddler and preschool curriculum as reflected in current literature.</p> <p>Understands that development in the domain of social/emotional development is sequential and is dependent on infant, toddler, and preschooler experiences.</p> <p>Understands the learning goals and definitions of social/emotional development as outlined in the Rhode Island Early Learning Standards and/or Infant/Toddler guidelines (to be identified by the state).</p>
<i>Language Development and Communication</i>	<p>Understands that classroom curriculum for language development and communication is organized around the Rhode Island Early Learning Standards and/or Infant/Toddler guidelines (to be identified by the state).</p> <p>Follows teacher direction to support children's learning goals in the domain of language development and communication.</p>	<p>Begins to independently recognize opportunities to support children's learning in the domain of language development and communication.</p>	<p>Understands the various components (scope) of language development and communication important to infant, toddler and preschool curriculum as reflected in current literature.</p> <p>Understands that development in the domain of language development and communication is sequential and is dependent on infant, toddler, and preschooler experiences.</p> <p>Understands the learning goals and definitions of language development and communication as outlined in the Rhode Island Early Learning Standards and/or Infant/Toddler guidelines (to be identified by the state).</p>

TEACHER ASSISTANT DOMAIN 4: CURRICULUM (CONT'D)

	Level I	Level II (All skills in Level 1 plus)	Level III (All skills in Level 1 and 2 plus)
Content (cont'd)			
<i>Language Development and Communication (cont'd)</i>			Understands that English Language Learners must have opportunities to progress in their home language as they are learning English.
<i>Literacy</i>	<p>Understands that classroom curriculum for literacy is organized around the Rhode Island Early Learning Standards and/or Infant/Toddler guidelines (to be identified by the state).</p> <p>Follows teacher direction to support children's learning goals in the domain of literacy.</p>	Begins to independently recognize opportunities to support children's learning in the domain of literacy .	<p>Understands the various components (scope) of literacy important to infant, toddler and preschool curriculum as reflected in current literature.</p> <p>Understands that development in the domain of literacy is sequential and is dependent on infant, toddler, and preschooler experiences.</p> <p>Understands the learning goals and definitions of literacy as outlined in the Rhode Island Early Learning Standards and/or Infant/Toddler guidelines (to be identified by the state).</p>
<i>Mathematics</i>	<p>Understands that classroom curriculum for mathematics is organized around the Rhode Island Early Learning Standards and/or Infant/Toddler guidelines (to be identified by the state).</p> <p>Follows teacher direction to support children's learning goals in the domain of mathematics.</p>	Begins to independently recognize opportunities to support children's learning in the domain of mathematics .	<p>Understands the various components (scope) of mathematics important to infant, toddler and preschool curriculum as reflected in current literature.</p> <p>Understands that development in the domain of mathematics is sequential and is dependent on infant, toddler, and preschooler experiences.</p> <p>Understands the learning goals and definitions of mathematics as outlined in the Rhode Island Early Learning Standards and/or Infant/Toddler guidelines (to be identified by the state).</p>

TEACHER ASSISTANT DOMAIN 4: CURRICULUM (CONT'D)

	Level I	Level II (All skills in Level 1 plus)	Level III (All skills in Level 1 and 2 plus)
Content (cont'd)			
Science	<p>Understands that classroom curriculum for science is organized around the Rhode Island Early Learning Standards and/or Infant/Toddler guidelines (to be identified by the state).</p> <p>Follows teacher direction to support children's learning goals in the domain of science.</p>	<p>Begins to independently recognize opportunities to support children's learning in the domain of science.</p>	<p>Understands the various components (scope) of science important to infant, toddler and preschool curriculum as reflected in current literature.</p> <p>Understands that development in the domain of science is sequential and is dependent on infant, toddler, and preschooler experiences.</p> <p>Understands the learning goals and definitions of science as outlined in the Rhode Island Early Learning Standards and/or Infant/Toddler guidelines (to be identified by the state).</p>
Creativity	<p>Understands that classroom curriculum for creativity is organized around the Rhode Island Early Learning Standards and/or Infant/Toddler guidelines (to be identified by the state).</p> <p>Follows teacher direction to support children's learning goals in the domain of creativity.</p>	<p>Begins to independently recognize opportunities to support children's learning in the domain of creativity.</p>	<p>Understands the various components (scope) of creativity important to infant, toddler and preschool curriculum as reflected in current literature.</p> <p>Understands that development in the domain of creativity is sequential and is dependent on infant, toddler, and preschooler experiences.</p> <p>Understands the learning goals and definitions of creativity as outlined in the Rhode Island Early Learning Standards and/or Infant/Toddler guidelines (to be identified by the state).</p>

TEACHER ASSISTANT DOMAIN 4: CURRICULUM (CONT'D)

	Level I	Level II (All skills in Level 1 plus)	Level III (All skills in Level 1 and 2 plus)
Content (cont'd)			
<i>Physical Health and Development</i>	<p>Understands that classroom curriculum for physical health and development is organized around the Rhode Island Early Learning Standards and/or Infant/Toddler guidelines (to be identified by the state).</p> <p>Follows teacher direction to support children's learning goals in the domain of physical health and development.</p>	<p>Begins to independently recognize opportunities to support children's learning in the domain of physical health and development.</p>	<p>Understands the various components (scope) of physical health and development important to infant, toddler and preschool curriculum as reflected in current literature.</p> <p>Understands that development in the domain of physical health and development is sequential and is dependent on infant, toddler, and preschooler experiences.</p> <p>Understands the learning goals and definitions of physical health and development as outlined in the Rhode Island Early Learning Standards and/or Infant/Toddler guidelines (to be identified by the state).</p>
Process	<p>Understands that play is a primary vehicle for learning in all domains.</p> <p>Understands that learning is enhanced by interactions with others.</p> <p>Begins to understand that children learn through interaction with materials as they explore, problem-solve, and discover.</p> <p>Begins to understand that each child is unique and learns in a distinctive way.</p>	<p>Facilitates children's play as a vehicle for learning in all domains.</p> <p>Facilitates peer interactions to support learning.</p> <p>Applies knowledge of how children learn to individualize interactions with children.</p>	<p>Is able to apply knowledge of how children learn to collaboratively plan with teacher.</p>

TEACHER ASSISTANT DOMAIN 4: CURRICULUM (CONT'D)

	Level I	Level II (All skills in Level 1 plus)	Level III (All skills in Level 1 and 2 plus)
Teaching and Facilitating	Understands that positive relationships with children, families, and teachers are a foundation for healthy development and learning.	<p>Develops and maintains positive relationships with children, families, and teachers.</p> <p>Understands that various instructional approaches should be used to meet individual children's needs.</p> <p>Recognizes that interactions and relationships are a primary instructional strategy used with infants, toddlers, and preschoolers.</p>	<p>Understands and utilizes a variety of instructional approaches including, but not limited to, modeling, facilitating, scaffolding, and co-constructing.</p> <p>Has a beginning understanding of current theoretical perspectives and research specific to teaching and facilitating.</p>
Context	Begins to understand how the environment, materials, and daily schedules support children's learning in all domains.	<p>Assists teacher to prepare and organize the environment by:</p> <ul style="list-style-type: none"> • Setting up materials. • Maintaining the daily schedule. • Helping to implement the curriculum plans. 	Utilizes information from the environment, materials, and daily schedules to collaboratively plan with teacher.
Building Meaningful Curriculum	<p>Understands that classroom curriculum is influenced by a variety of factors including, but not limited to, the children, their families, and the community.</p> <p>Understands that meaningful curriculum is developed through a collaborative process and integrates information about children, families, and the community.</p>	Supports the development of a meaningful curriculum by communicating relevant information to the teacher about children, families, and the community.	Collaborates with the teacher to develop meaningful curriculum.

Teacher Assistant Core Competency Domain 5: Observation and Assessment

Last Updated 12/22/2011

Early childhood teacher assistants understand that observation and assessment are critical components of an effective program that supports children's development and learning. They know that assessment information is used to inform curriculum planning, monitor a child's growth and development, share information with families and others, and identify children that might benefit from special services. They also understand that assessment information is collected from a variety of sources, using multiple strategies, while children are engaged in meaningful activities in natural settings.

Early childhood teacher assistants understand the difference between subjective and objective observations and under the direction of the teacher they can 1) collect and document child assessment information with increasing objectivity and 2) share information with the teacher about children's classroom experiences using objective language. With teacher direction, they can also begin to modify interactions with children based on assessment information and take responsibility for collecting child assessment information according to the classroom assessment plan.

Finally, they understand that assessment is ethically grounded and guided by sound professional standards and they are vigilant about maintaining the confidentiality of children's assessment information.

TEACHER ASSISTANT DOMAIN 5: OBSERVATION AND ASSESSMENT

	Level I	Level II (All skills in Level 1 plus)	Level III (All skills in Level 1 and 2 plus)
Knowledge of Early Childhood Assessment	Begins to understand that assessment is used in early childhood classrooms to inform practice.	Understands that assessment information is used to inform curriculum planning, monitor a child's growth and development, share information with families and others, and identify children that might benefit from special services. Understands that assessment information is collected from a variety of sources, using multiple strategies, while children are engaged in meaningful activities in natural settings.	Understands that assessment is ethically grounded and guided by sound professional standards. Understands that observation, documentation and other appropriate assessment tools and strategies are used to guide individualized instructional planning.
Contributing to Classroom Assessment	Maintains confidentiality of children's assessment information. Begins to understand the difference between subjective and objective observations.	Under the direction of the teacher, collects and documents child assessment information with increasing objectivity.	In partnership with teacher, begins to take responsibility for collecting child assessment information according to the classroom assessment plan.
Using Assessment Information to Inform Interactions with Children and Contribute to Curriculum Planning	Begins to share information with the teacher about children's classroom experiences using objective language.	Under the direction of the teacher, begins to modify interactions with children based on assessment information.	

Teacher Assistant Core Competency Domain 6: Professionalism

Last Updated 12/22/2011

Early childhood teacher assistants identify and conduct themselves as members of the early childhood profession inclusive of all settings serving children birth through age eight⁷. They understand that a research-based body of core knowledge and competencies serve as a foundation for the profession and that these knowledge and competencies are used in all aspects of professional involvement with children, families, and colleagues.

There are also certain expectations for behavior. Early childhood teacher assistants must know and use ethical guidelines such as the NAEYC Code of Ethics and other professional standards related to early childhood as they implement strategies in a program, and work closely with children, families, colleagues, and the community. They also value the diversity of lifestyles, languages, beliefs, and cultural backgrounds that can be found in all aspects of our society and actively work to reduce bias in the classroom.

Early childhood teacher assistants show a commitment to ongoing professional development and learning by engaging in and utilizing a wide variety of professional development resources to improve their practice. This includes participating in collaborative learning experiences and being supported or mentored by others in the field.

⁷ Please note that the field defines early childhood as birth to age eight. However, this document is articulating competencies for classroom-based early childhood educators working with children from birth to age five.

TEACHER ASSISTANT DOMAIN 6: PROFESSIONALISM

	Level I	Level II (All skills in Level 1 plus)	Level III (All skills in Level 1 and 2 plus)
Ethical Standards and Professional Guidelines	<p>Is aware of and complies with program policies and ethical standards that pertain to professional conduct.</p> <p>Knows and obeys relevant laws such as those pertaining to child abuse.</p> <p>Establishes and maintains appropriate professional boundaries.</p>	<p>Utilizes a professional code of ethics in making professional decisions.</p> <p>Identifies potential conflicts of interest and ethical dilemmas and proactively seeks support in resolving issues.</p>	<p>Serves as a role model and promotes compliance with ethical standards in the workplace.</p>
Valuing Diversity	<p>Acknowledges that bias exists and begins to reflect on one's own biases.</p>	<p>Actively works to reduce bias in the classroom by challenging children's assumptions.</p>	<p>Is aware of and respects differences in lifestyles, languages, beliefs, and cultural backgrounds among children, family, and colleagues.</p> <p>Views diversity as an asset to the classroom and program.</p>

TEACHER ASSISTANT DOMAIN 6: PROFESSIONALISM (CONT'D)

	Level I	Level II (All skills in Level 1 plus)	Level III (All skills in Level 1 and 2 plus)
Commitment to Ongoing Professional Development	<p>Understands the importance of ongoing professional development.</p> <p>Utilizes a variety of resources and relationships to improve practice.</p> <p>Develops and carries out a personal professional development plan in collaboration with a supervisor.</p> <p>Utilizes constructive feedback to improve performance.</p>	<p>Develops and carries out a professional development plan with increasing autonomy.</p>	<p>Values reflection as a tool for professional development and begins to reflect on own performance to modify and improve work with children, families and colleagues.</p> <p>Applies emerging research, current issues and advances in the field to own early childhood practice.</p> <p>Accesses resources and participates in activities offered by professional organizations.</p> <p>Initiates and advocates for own professional development activities.</p>

APPENDIX A: 2010 Work Group Members

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Lori Coletti	Rhode Island Head Start Training and Technical Assistance Project
Leslie Gell	Ready to Learn Providence
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Leslie Sevey	Rhode Island College
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Kristin Lehoullier	Facilitator

APPENDIX B: Glossary of Terms

Attachment Theory – A theory that describes the dynamics of long-term relationships between humans and emphasizes the important tenet that an infant needs to develop a relationship with at least one primary caregiver for healthy development to occur.

Authentic Assessment –The process of observing, recording and otherwise documenting the work children do and how they do it as a basis for a variety of educational decisions that affect the child. Authentic assessment is grounded in accurate, valid, information obtained in a variety of ways in the actual situations in which a child plays, works, and learns and is continuous and integrated into the ongoing life of the classroom (NAEYC).

Career Pathway - A Career Pathway is a framework for how an individual can advance in a specific occupation over time through a combination of formal education, work experience and professional development.

Co-constructing - learning or working collaboratively with another person on a problem or task.

Core Knowledge and Competencies - the essential skills and knowledge that educators who work with young children in a classroom setting need to know, understand, and be able to do to promote young children's healthy development and learning.

Developmentally appropriate – Programs, activities, and environments that are designed on the basis of: knowledge of how children develop and learn; knowledge of the strengths, needs, and interests of individual children; and knowledge of the social and cultural contexts in which children live.

Developmental Milestones - A developmental milestone is an ability that is achieved by most children by a certain age. Developmental milestones can involve physical, social, emotional, cognitive and communication skills such as walking, sharing with others, expressing emotions, recognizing familiar sounds and talking. There are four basic categories for developmental milestones: 1) physical milestones, 2) cognitive milestones, 3) social and emotional milestones, and 4) communication milestones. While most of these milestones typically take place during a certain window of time, each child is unique. These developmental abilities also tend to build on one another. More advanced skills such as walking usually occur after simpler abilities such as crawling and sitting up have already been achieved.

Early Intervention – Comprehensive educational programs for young children birth to age 3 who are at risk or who have been identified as having a disability.

Emergency Plans – All plans designed or undertaken to minimize the effects of a hazard upon people, to deal with the immediate emergency conditions that would be caused by the hazard, and to repair or restore vital utilities or facilities destroyed or damaged by the hazard.

Ethical Dilemma - A moral conflict that involves determining appropriate conduct when an individual faces conflicting professional values and responsibilities.

Facilitating – offer short term assistance to help a child achieve the next level of functioning.

Family – Members of a unit who see themselves as a family, including individuals who are related by blood or marriage as well as those who have made a commitment to share their lives.

Family Systems Theory - A framework that emphasizes the notion that everything that happens to any family member affects all other family members.

Formal Assessment – Assessment strategies which meet established criteria for reliability and validity and are characterized by administration under controlled conditions by trained examiners. Standardized tests are one type of formal assessment.

IEP - Individualized Education Plan.

IFSP - Individualized Family Service Plan.

Inclusive Philosophy - The values, beliefs, program policies, and practices that support the right of every child, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society (adapted from the definition of early childhood inclusion from the Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC).

Intentional Learning Experiences - A learning experience designed with knowledge and purpose to ensure that young children acquire the knowledge and skills (content) they need to succeed in school and life. Intentional learning experiences integrate and promote learning in all domains using both child-guided and adult-guided experiences.

Learning Environment – All of the physical surroundings and social and cultural conditions that physically and/or emotionally affect children and their ability to learn, grow, develop and survive.

Mandated Reporter - Anyone who has reasonable cause to know or suspect that a child has been abused or neglected. A report is required when: A person has reasonable cause to know or suspect that a child has been abused or neglected or a physician or nurse practitioner has cause to suspect that a child brought to them for treatment is an abused or neglected child, or he or she determines that a child under age 12 is suffering from any sexually transmitted disease.

Mentor - A knowledgeable and experienced individual who provides guidance to beginning and experienced professionals to develop skills and reflection of practice. Various strategies of the mentor may include observation and feedback, demonstration of skills, conferencing, and resource provider.

Modeling – Displaying for children a skill or desirable way of behaving in the classroom, through actions only or with cues, prompts, or other forms of coaching.

Objective Assessment – Assessment that is uninfluenced by emotions or personal biases.

Observation - Gathering information through one or more of the five senses for the basic purpose of determining a child's developmental level, interests and learning style.

Open-ended materials - Materials that can be used in multiple ways and allow for children's construction, concrete solving of problems, imagination and creativity.

Role Model– any person who serves as an example, whose behavior is emulated by other.

Sudden Infant Death Syndrome - is the sudden death of an infant under one year of age which remains unexplained after a thorough case investigation, including performance of a complete autopsy, examination of the death scene, and review of the clinical history. (*Willinger et al, 1991*).

Screening - A brief procedure to determine whether a child requires further and more comprehensive evaluation.

Separation Anxiety - The process of a young child's sensory interpretation of noticing a prime care giver or parent's leaving or is out of sight, causing the child to experience anxiety and insecurity.

Special Health Needs - Children with special health care needs are defined by the Department of Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Bureau (MCHB) as “those who have or are at increased risk for a chronic physical, developmental, behavioral, or emotional condition and who also require health and related services of a type or amount beyond that required by children generally.

Standardized Tests – Standardized tests are tests with high levels of reliability and validity that have prescribed methods for administration where scoring is based on comparisons with other children or groups of children. This standard administration is necessary to obtain valid results, therefore, the skill of the examiner is of particular importance when using this type of assessment. Standardized test scores allow for fair comparisons among individual or groups of test takers.

Early Learning Standards - Early learning standards are expectations about learning and development of young children.

Universal Precautions - Universal precautions is the term used for the guidelines that were developed by the Centers for Disease Control and Prevention in the 1980s to reduce the spread of infection to health care providers and patients in health care settings.

APPENDIX C: Additional Resources

2010 National Association for the Education of Young Children (NAEYC) Standards for Initial & Advanced Early Childhood Professional Preparation Programs, <http://www.naeyc.org/ncate/standards>

Rhode Island Professional Teaching Standards, <http://www.ride.ri.gov/educatorquality/>

Rhode Island Early Learning Standards, <http://www.ride.ri.gov/els/>

Rhode Island Child Care Licensing Standards, <http://www.dcyf.ri.gov/licensing.php>

Rhode Island Department of Education Comprehensive Early Childhood Education Program Approval,
<http://www.ride.ri.gov/OSCAS/earlychild/Docs/FINAL%20Comprehensive%20Early%20Childhood%20Education%20Programs.pdf>